**Observing and Documenting for the DRDP Measures by Level:** **Physical Development-Health (PD-HLTH)**

# **PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts**

# Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

| **Developmental Levels and Descriptors** | **Responding Earlier**  Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts | **Responding Later**  Responds to sensory  information by moving body or limbs to reach  for or move toward people or objects | **Exploring Earlier**  Uses sensory  information to control body while exploring people, objects, or changes in the physical  environment | **Exploring Later**  Demonstrates  awareness of major body parts by exploring their movement  potential | **Building Earlier**  Tries different ways to coordinate movements of large or small body parts | **Building Middle**  Adjusts, with adult  guidance, aspects of  movement (e.g., effort,  spatial, directional) in  relation to people and  objects | **Building Later**  Anticipates and then  adjusts, on own,  aspects of movement  (e.g., effort, spatial,  directional) in relation  to people and objects in  familiar spaces | **Integrating Earlier**  Anticipates and then  adjusts aspects of  movement (e.g., effort,  spatial, directional)  during new activities, in  changed environments,  or on different surfaces |
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| **Examples from the DRDP** | Moves toward a familiar adult while being picked up. | Shifts body to stabilize it, in order to reach up toward an adult’s face while sitting on the adult’s lap | Participates in songs or games requiring movement of specific body parts. | Changes movements  when dancing with  scarves. | Starts and stops movements of different body parts during a freeze-dance game. | Raises knees high when following an adult marching. | Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. | Walks carefully after slipping on wet leaves or grass during a nature walk. |
| **Could look like this in virtual interaction** | Child may kick his legs when he sees his mother. | Child may reach for a toy in his view. | Child may crawl over a cushion in the floor. | Child lifts arms in the air and moves fingers while listening to twinkle twinkle little star. | Child marches in place to music. | Mirror Game! Move your body (e.g., swing arms, march) and invite children to mirror your actions. | Move your body! Take turns leading a fun dance move to your favorite music. | “What am I?” adult and children take turns moving like something as the other copies and guesses what you are. |
| **Support learning and development: Ideas to share with families** | Your child is naturally motivated to learn new skills and will likely progress from one skill to the next without being “taught” how to do the next thing. She doesn’t need fancy equipment like bouncers or walkers to help them develop, and sometimes those pieces of equipment can actually hinder his development. | When your child starts to crawl, it is important to create an even larger safe space for him to explore. Even without a lot of space, you can put interesting things in the space for him to explore, like clean lids, cotton scarves, chewy toys, and different kinds of containers and cooking pots. | Young children are often newly mobile and eager to be on the move. They need supervision, as they are encountering many new things as they move around. | You can use mattresses, cushions and low platforms for children to practice their climbing up and down. | Toddlers need lots of opportunities to move, to run, to climb, to jump and to throw. They enjoy carrying heavy things and building with blocks and other natural materials. | Let’s Bowl! Use household and recyclable materials (plastic bottles, balled up socks) to create and play a bowling game. | Go outside or to the park and enjoy the outdoors (e.g., bike ride, climb trees). | Frisbee Toss! Staple two paper plates together, go outside and play frisbee toss. |
| **How to support learning and development at this level: Ideas for teachers** | Recognize the child’s developing  abilities | Ask the families to provide a safe place where children can move. | Encourage self-directed  movement. | It is essential for teachers to get to know every child well and adapt accordingly, both in the way they interact with each child and by setting up an appropriately challenging  environment. | Teachers can encourage parents to scan areas and make judgments  about what is safe but challenging for  children’s emerging skills. | Provide positive verbal and nonverbal encouragement. | Ask questions during physical activities (e.g., “How did you move your body so you did not fall down?”). |  |

# **PD-HLTH 2: Gross Locomotor Movement Skills**

# Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

| **Developmental Levels and Descriptors** | **Responding Earlier**  Moves in basic and often involuntary ways | **Responding Later**  Moves two or  more body parts together, often with intention | **Exploring Earlier**  Coordinates  movements of body parts to move whole body, such as creeping, crawling, or  scooting on bottom | **Exploring Middle**  Coordinates  movement of  whole body while upright, using support | **Exploring Later**  Coordinates basic movements in an upright position without using support | **Building Earlier**  Coordinates  movements, in an upright position,  that momentarily  move whole body of the ground | **Building Middle**  Coordinates and  controls individual  locomotor  movements, with  some success | **Building Later**  Combines and  coordinates two  or more locomotor  movements  together in  effective ways,  with some success | **Integrating Earlier**  Combines a variety  of locomotor  movements and  moves effectively  across a range of  activities |
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| **Examples from the DRDP** | Turns head in  response to  stimulation or  nourishment. | Turns head and  reaches for a toy. | Creeps or crawls toward a familiar adult. | Takes steps sideways  or forward while  holding onto  furniture. | Walks forward with  a wide base (legs  farther apart) and  arms held high. | Hops with two feet leaving the ground momentarily. | Runs with short strides, and sometimes has difficulty stopping. | Crouches down and then jumps forward using both legs. | Swings arms back and then forward in preparation for jumping. |
| **Could look like this in virtual interaction** | Child moves head forward when offered food. | Child may reach his arm across his body in attempts to roll over. | Child may crawl to his mother. | Child may cruise (walk) around the couch while holding on to it. | Child moves leg to try to kick a ball. | Child jumps with two feet. | Play Simon Say (e.g., Simon says gallop). | Act out *Going on a Bear Hunt*! | Challenge children to create an indoor obstacle course and invite them to share the course they made. |
| **Support learning and development: Ideas to share with families** | Childs need plenty of time to move freely. You can place her on a blanket on her back on the floor in a safe place. This gives your child a chance to practice moving hands, arms, feet and legs. It builds core strength and gives your child an opportunity to get to know her body. | You can lay beside your child so that she can see your face and you can observe the way he moves. From this position, your child will strengthen all the muscles she needs to learn to turn over. | When they begin walking, it is important to make sure their area is free from sharp edges, since they fall as much as they walk. | Children at 18 months also love to climb and learn how to go up before they learn how to come down. If you have stairs, you may want to gate them off above the second step so that your toddler can practice climbing without going too high. | Outdoor playgrounds provide opportunities for climbing for young children, as do natural areas with logs, boulders and hills. You and your child can explore your neighborhood for appropriate climbing places. | You can also use mattresses, cushions and low platforms for children to practice their climbing up and down. | Make a set of shape cards and spread them out. Call out a shape and have child run to the shape. | Over the River!  Fold a towel and put in on the floor. Pretend it is a river and jump over. After each jump make the river (towel) a little bigger. | Create and complete an obstacle course (e.g., rolling, jumping, crawling, galloping) |
| **How to support learning and development at this level: Ideas for teachers** | Talk to the family about giving the child freedom to move. | Encourage the family to provide safe but challenging  spaces where children can move, both indoors and outdoors. | Think about and imagine things from the child’s perspective. | Talk with families about the arrangement of furniture and space in establishing physical  boundaries for moving and  exploring. | Make sure there are plenty of  opportunities for movement and  large motor play, both indoors and  outdoors. | Acknowledge each child’s accomplishments. | Provide equipment to accommodate  gross motor manipulative skill development (e.g., different size balls, beanbags, sponges, crunched up newspaper). | Use visuals that communicate to children ways how to move (e.g., pictures of animals, visual pointers such as arrows for directions). | Consider how to use indoor space and materials to promote physical development (e.g., indoor obstacle course using chairs, tables, baskets). |

# **PD-HLTH 3: Gross Motor Manipulative Skills**

# Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

| **Developmental Levels and Descriptors** | **Responding Earlier**  Moves in basic and often involuntary ways | **Responding Later**  Uses arms, legs, or body to move toward or reach for people or  objects | **Exploring Earlier**  Uses arms, legs, or body to engage in simple, repeated  actions on objects | **Exploring Middle**  Uses arms, legs, or body in various ways to manipulate  objects, while in positions such as sitting, moving on all fours, or upright, using support | **Exploring Later**  Manipulates objects, using one or more  body parts, with  limited stability | **Building Earlier**  Manipulates objects, using one or more  body parts, with  stability but limited  coordination | **Building Middle**  Uses two or more  movements  sequentially to  manipulate objects,  sometimes pausing  briefly between  movements | **Building Later**  Coordinates arms,  legs, or body to manipulate objects,  with connected  sequential or  simultaneous  movements | **Integrating Earlier**  Applies a variety of  manipulative skills, in combination with  locomotor skills, in  different physical  activities |
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| **Examples from the DRDP** | Kicks legs. | Kicks against a nearby object. | Bangs a cup on a table. | Picks up and drops blocks while holding  onto a low table. | Raises arm to throw a beanbag without  moving feet, but loses  balance. | Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion. | Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it. | Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick. | Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left food forward, right arm back), maintaining balance. |
| **Could look like this in virtual interaction** | Child moves hands to his mouth. | Child may try to grab his mother’s glasses on her face. | Child may pat the table like a drum. | Child may push a ball while sitting. | Child may carry his stuffed animal while walking. | Child may kick a small soccer ball. | Use items found in home (e.g., scarves, stuffed animals, towels) to practice self-toss and catching skills. | Communicate with families about child’s gross motor skills. | Communicate with families about child’s gross motor skills. |
| **Support learning and development: Ideas to share with families** | It will take a while for him to get good at grasping things, but practice will build his skills. | When she begins to move about through rolling or pulling forward with her arms, you can clear a bigger space for her to move. At this stage, you can put interesting toys slightly beyond her reach so that she will have the satisfaction of getting to them. | Encourage him to do as much for himself as he wants to. Young children love to participate, learn new skills and feel like they are helping. | Children at this age also enjoy throwing. You can provide a variety of soft balls that they can throw and can even make small, soft balls out of socks or yarn. | Children at this age also enjoy throwing. You can provide a variety of soft balls that they can throw and can even make small, soft balls out of socks or yarn. | Children like to stretch their muscles by carrying or moving heavy things. A sealed bottle or box of laundry detergent would be fun for them to move. They enjoy carrying small stools around so they can reach a book off the shelf. They can help bring in small bags of groceries or push the laundry basket to the table for folding. | Bull’s Eye! Find a big target (e.g., basket, tree) and throw soft object (e.g., ball, stuffed animal) as hard as you can at the target. | Play soccer or kick ball! | Plan a family fitness day! Each person chooses one activity and then do them all together. |
| **How to support learning and development at this level: Ideas for teachers** | Engage the family  members in conversation  about this developmental  domain. | Share ideas with  families for enjoying physical activities with  their children | Talk with families about how gross  motor activities are not limited to  parks and playgrounds. | Teachers need  to get to know every child well and  adapt accordingly—both in the way  they interact with the child and by setting up an appropriately challenging  environment. | An observant teacher conveys interest  in each child’s drive to explore sensory  and motor experiences and to attempt  physically challenging movements. | Responsiveness from teachers with  whom children have close relationships  encourages the child’s continued  exploration and movement. | Create opportunities for incorporating concepts such as numbers, shapes, colors, matching, and sequencing during gross motor development opportunities. | Encourage persistence during challenges and verbally acknowledge children’s efforts. | Encourage adults to take children outside or to a safe open space daily and engage in gross motor play with child. |

# **PD-HLTH 4: Fine Motor Manipulative Skills**

# Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks\*

| **Developmental Levels and Descriptors** | **Responding Earlier**  Moves arms or  hands in basic ways | **Responding Later**  Uses arms or hands to make contact with objects in the  environment | **Exploring Earlier**  Grasps objects with entire hand | **Exploring Middle**  Grasps objects with fingers and thumb | **Exploring Later**  Explores ways to use one hand, or to use both hands doing the same movements, to  manipulate objects | **Building Earlier**  Manipulates  objects with one  hand while stabilizing the objects  with other hand or with another part of body | **Building Middle**  Manipulates  objects with  both hands  doing different  movements | **Building Later**  Manipulates  objects, using  hands, with  strength, accuracy,  and coordination | **Integrating Earlier**  Performs, with  efficiency, a variety  of tasks that  require precise  manipulation of  small objects |
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| **Examples from the DRDP** | Curls fingers around an adult’s finger. | Holds a stuffed toy against body. | Uses fingers and palm to grasp toys of  different shapes or  sizes. | Holds a spoon, using thumb and fingers. | Lifts a cup to mouth with both hands but may spill some. | Scoops sand into a container with one hand while holding the container with other hand. | Peels a banana or orange after adult starts the peel. | Starts the peel on a banana or mandarin orange. | Makes a necklace by stringing a variety of small beads with narrow holes. |
| **Could look like this in virtual interaction** | Child may touch his mother’s face. | Child may hold a ball against his body. | Child might hold a rattle. | Child may pick up small toys and out them in a bowl. | Child may place his cup on the table. | Child may complete a large knob 4 piece puzzle. | Have a virtual meal together and observe how children manipulate objects. | Dress for the weather. Pretend it is a cold/rainy day and practice dressing for the weather (e.g., buttoning up a coat, putting on gloves). | Make friendship bracelets. Use materials (e.g., yawn, string, beads) to make a bracelet for a friend. |
| **Support learning and development: Ideas to share with families** | Hold up one finger for your child to grab, you can say, “You are holding my finger.” When you hold up two fingers for him to grab, you can say, “Here are two fingers.” | Using small board books with young babies allows them to participate in turning the pages more easily. | Children are developmentally ready and very motivated to learn new movement skills. Young children are often newly mobile and eager to be on the move. They need supervision, as they are encountering many new things as they move around. | Using small board books with young children allows them to participate in turning the pages more easily, but they are also starting to enjoy longer stories in paperback books, as well. | Children can use their fingers for counting. | Young children are interested in books. They enjoy spending time reading a book and turning the pages. | Play with puzzles. | Yummy, yummy, fruit salad! Supervise children as they peel and cut fruit. | Provide a variety of media for cutting with scissors (e.g., straws, playdough, cardstock). |
| **How to support learning and development at this level: Ideas for teachers** | Describe children’s actions,  which can help children connect  words with physical sensations and  movement. | Learn about  individual differences and help families prepare an environment and routines that  adaptively support individual children. | Encourage the families to scan the room for safety, as  childs’ emerging fine motor abilities  allow them to use their fingers to pick  up and mouth small objects and poke  fingers into interesting places. | Play games that encourage  the development of fine motor skills. | Suggest to families ways in which  children can engage in fine motor  activities at home, such as by helping to sort blueberries or beans during meal preparation. | Set up activities so children can draw, write, and participate in routines such as eating and  dressing. | Encourage “heavy work”  (e.g., push a chair, carry watering can). | Suggest ways children can practice movement skills while helping around the house (e.g., rolling socks, unpacking groceries, prepping meals). | Provide clear, specific feedback to facilitate children’s problem-solving process while engaging fine motor skills (e.g., “Hmm, the bead slips out of your fingers when you try to push the lace through. I wonder how you can get the bead to stay in your fingers?”). |